

GIRARD COLLEGE

PRESIDENT'S REPORT FOR 1936

Girard College,
December 31, 1936

Board of Directors of City Trusts,

GENTLEMEN:

The writing of this report is begun with some apprehension, since it covers the activities of a year in which the writer's predecessor, with what could quite pardonably have been satisfaction and pride in a task well done, laid down his work, and the writer with humility took it up.

In his inaugural address the latter referred to the business-like administration of President Herrick, "his ability to anticipate the needs of the boys of Girard College, his incisive thinking, his vigorous grasp of educational problems, his qualities of leadership, his sense of responsibility, and his spirit of fair play." He said further that "one who follows him must indeed be modest and sincere in his efforts to do better and better the work which he has been invited to undertake."

But the writer will not attempt at greater length to say what, upon the retirement of Dr. Herrick, was so well expressed in the minute of your Board, which reads:

"The Board of Directors of City Trusts with reluctance has accepted the resignation of Cheesman A. Herrick as President of Girard College after an uninterrupted service of twenty-six years devoted to the material, educational, and spiritual interests of the College. Dr. Herrick was well justified in asking to be relieved of the Presidency. In fact, in 1933, when Dr. Herrick arrived at the age of retirement set by the Board, he offered his resignation, but the members of the Board per-

suaded him to continue in service. Now, at the age of seventy years, Dr. Herrick has been granted retirement.

"Dr. Herrick brought to his work at the College an idealism, a well-rounded education, a varied experience both in teaching and administration, splendid health, and a vision for the future of the best-endowed foundation school in the United States, assuring to the institution an expansion of service to its boys. To that vision President Herrick devoted his twenty-six years at the College. The white marble and limestone buildings on the campus; the enlarged faculty, recognized everywhere for its training and leadership in educational affairs; wider recognition of the worth of the boys in vocational enterprise, their uniformly high standing in higher institutions of learning; the expanded program for the physical comfort, the recreational interests, and the spiritual development of the boys of Girard College—all are a tribute to the unswerving devotion to the institution manifested by Dr. Herrick over a quarter of a century."

President Herrick and his associates have established for their successors a vision and a purpose to which they are proud to dedicate themselves.

THE STAFF

Unquestionably the greatest of the contributions that Dr. Herrick made to Girard College was the development of an outstanding staff of loyal and unusually competent men and women. His successor has been continually and agreeably impressed by the quality of the personnel of the staff and by the high service that it renders.

President James A. Garfield, an alumnus of Williams College, once said to a gathering of his fellow alumni, "I am not willing that this discussion should close without mention of the value of a true teacher. Give me a log hut, with only a simple bench, Mark Hopkins at one end and I at the other, and you may have all the buildings, apparatus and libraries without him. So long as Williams College can offer salaries which will command and retain the very best teaching talent

of the country, she will offer a far greater attraction to thoughtful and ambitious students than any splendor of her architecture or richness of her cabinets and libraries. . . . I believe, then, that the two great supports of the college are cheap bread and costly brains."

This statement about Mark Hopkins has become the classic description of the real teacher.

Obviously such teachers must be adequately paid. Professor Felix E. Schelling used to remark that no teacher is ever properly paid, since a poor teacher is always overpaid irrespective of what his salary is and a good teacher can never be adequately compensated. It goes without saying that Girard College or any other educational institution can engage and retain the best available men and women for its varied educational work only by offering adequate stipends.

For the younger members of the staff who are still eligible for regular salary increments, the restoration of these increments at the close of the calendar year, after a suspension of some years, provided a great strengthening of morale. Appreciation of the action of the Board in restoring the increments has been outspoken.

The salary schedule has become an important factor in educational administration during the last two or three decades. It has been regarded as a progressive business measure by boards of control and by school administrators. It has been of assistance to boards and officials in anticipating future budgets, and it has served to guarantee to teachers better salaries with definitely indicated maxima in return for satisfactory service.

A straight merit system leads to salary-roll injustices that result often in chaos and in a break down of the morale of the staff. It sometimes causes the greatest rewards to go to those who can talk most effectively and persuasively or whose superiors can and are willing to talk most effectively on their behalf.

A salary schedule with some system of annual increments, on the other hand, appears to offer the fairest method of re-

warding classes of employees, professional or otherwise, who are not highly paid. The increment system, however, should not be permitted to become so mechanical that the compensation of a staff member is unstudied and automatic. The automatic operation of an increment system may be "an invitation to mediocrity."

Though an increment system may have weaknesses, it is superior to an unmixed merit system for the staff of an educational institution. It is important to maintain the morale of a faculty, and there is every reason to think that the restoration of the principle of annual increments on the basic plan previously adopted by the Board has had a heartening effect upon the competent and coöperative staff of Girard College and that it will encourage it to even more vigorous efforts. Many members of the staff who joined it several years ago at a time when the increment system was in force served the College faithfully and loyally during the period of its suspension, hoping, of course, for its return when conditions permitted. There was no let-down in the type of service rendered to the College during this period of suspended increments, although we may have lost some competent staff members through resignation.

The phrase "automatic annual increases" was used in the past in connection with the increment system. It was the word "automatic" which furnished the basis for most objections to such a system as leaving no room for recognition of merit and outstanding ability, and as lending encouragement to self-satisfied mediocrity or incompetency which remains entrenched. It was, therefore, in the interest of clarification and fairness that when the increment principle was re-established, it was decided that the annual increases were not to be regarded as automatic, but that they were to be granted only upon approval of the department head concerned and the President of the College on the basis of entirely satisfactory and adequate service. Persons reappointed for a second year on trial were to be among those not awarded an increment. Another minor change was the decision that for at least a period of years the former policy of granting increments to certain

classes of employes on the anniversary dates of appointment was not to be resumed, and that hereafter all such increments were to be effective on January first. It is interesting to note that these increments will extend over a period of as many as ten years in some cases, and that reductions in our salary budget resulting from the usual turnover in staff during the period of suspended increments will match the projected increments to a considerable extent.

The existence of a satisfactory salary situation at Girard College is, of course, directly related to the welfare of the boys, since a constructive program of remuneration for the staff assures the boys of an increasingly expert professional instruction and supervision.

Reference might incidentally be made to the fact that toward the end of the year we adopted a somewhat more vigorous program for the professional improvement of the staff to encourage its members to visit other educational institutions, to attend meetings of technical and professional societies, and to extend further their own professional training. We have much to learn from contacts with the world about us, and it is wise for our staff members to keep in touch with advances and with educational developments in their own fields of interest. On the other hand, we have much to offer, as is evidenced by the number of speaking engagements that are filled by our staff.

The writer, upon assuming his duties at Girard College, was impressed not only by the outstanding quality of the staff as a whole, as previously indicated, but also by the high degree of efficiency and coöperation displayed by the Executive Staff. This body, which meets informally in the office of the President every week or two, will play a large rôle in whatever success his administration may have. Recently the Executive Staff has been happily augmented by the addition of the heads of the Elementary Schools, the High School, and the Mechanical School, and their contributions to its deliberations have been numerous and important.

CHANGES IN STAFF IN 1936

RESIGNATIONS

MISS DOROTHY V. NORTON, Governess.....	January 20
WILLIAM H. PLANK, A.B., Relieving Housemaster.....	February 1
CHARLES P. LOGG, B.B.A., Housemaster.....	March 18
MISS DOROTHY DOWDALL, Governess.....	March 31
MISS CHARLOTTE GULICK, B.S., Governess.....	April 14
AUGUSTUS L. WRIGHT, D.D.S., Head Dentist.....	May 15
MISS ELIZABETH M. WEEKS, Governess.....	July 14
MISS MARGRETTA H. BAKER, B.S., Teacher, Junior High School	August 31
MISS PHYLLIS COMBA, R.N., Nurse.....	August 31
MRS. JENNIE K. SMITH, B.E., Governess.....	August 31
MISS RUTH E. WEAGLE, Teacher, Junior School.....	August 31
RALPH E. CHASE, B.S., M.S., Housemaster.....	September 1
J. STANLEY WALKER, D.D.S., Assistant Dentist.....	September 1
MISS KATHRYN J. WALSH, Oral Hygienist.....	September 9
MISS LAURA CASSEDY, B.S., Teacher, Middle School.....	September 30
HAROLD J. BUDD, B.S., A.M., Senior Housemaster.....	October 10
JOSEPH E. EWING, D.D.S., Assistant Dentist.....	October 31
JOHN F. WILKINSON, A.B., B.S., A.M., Housemaster.....	December 31

RETIREMENTS

CHEESMAN A. HERRICK, Ph.D., LL.D., President.....	August 31
MISS KATHRYN V. LEMMO, B.S., Teacher, Middle School....	September 1
MISS ELIZABETH C. DARE, Governess.....	November 4

DEATHS

DABNEY C. FITZHUGH, Senior Housemaster.....	March 10
MISS JANE PEOPLES, Teacher, Middle School.....	June 20
EDWARD B. CULLEN, Assistant Instructor of Band.....	July 30
MRS. MARY SUMMERS STEEL, Teacher of Speech Class.....	August 23
EDWARD J. KLOPP, M.D., Consulting Surgeon.....	September 19

APPOINTMENTS

WILLIAM FLETCHER, Substitute Assistant Instructor of Band...	January 1
MRS. ANNA M. SHUSTER, Substitute Teacher, High School....	January 1
EDWARD R. COLEMAN, D.D.S., Orthodontist.....	January 15
JOHN V. MERSHON, D.D.S., Sc.D., Visiting Dentist.....	January 15
MISS CHARLOTTE GULICK, B.S., Governess.....	January 21

MISS IRMA G. LAWYER, A.B., Governess.....	February 10
HAROLD F. HOLMAN, A.B., A.M., Relieving Housemaster....	February 11
STEPHEN W. CORNELL, B.S., Housemaster.....	March 30
MISS ANNA T. ADAMSON, Governess.....	April 1
HENRY O. FISHER, B.S., Relieving Housemaster..	April 15
MISS MARIAN I. MERCER, Governess.....	April 20
CARROLL R. MULLEN, A.B., M.D., Assistant Ophthalmologist....	April 20
MISS FRANCES RILEY, B.F.A., Governess.....	August 1
MISS ELINOR A. DOERR, B.S., Governess ..	September 1
MISS VERA L. GOODRICH, B.S., M.Ed., Teacher, Junior High School	September 1
CREEL W. HATCHER, Teacher of Foundry ..	September 1
MISS BETTY N. MAURMANN, B.S., Teacher, Junior School....	September 1
MERLE MIDDLETON ODGERS, Ph.D., President.....	September 1
MISS ELIZABETH C. POTTS, B.S., A.M., Teacher, Junior School	September 1
JAMES D. WHITE, B.S., M.Ed., Teacher, High School....	September 1
ALLEN H. JONES, A.B., Housemaster.....	September 5
MISS GRACE G. WOLFORD, R.N., Nurse.....	September 7
MISS MARY A. STILZ, Mechanical Assistant, Dental Clinic.....	September 21
HENRY K. SEELAUS, M.D., F.A.C.S., Consulting Surgeon..	October 1
MRS. RUTH K. STOUDEUR, Governess..	October 1
MISS MARY V. SWAN, A.B., Teacher, Middle School	October 1
ANDREW DONATH, D.D.S., Assistant Dentist.....	October 7
ARMIN T. FELLOWS, D.D.S., Assistant Dentist.....	October 7
EDWIN H. CRAIG, B.S., Housemaster.....	November 9
EDGAR E. SMITH, B.S., Housemaster.....	November 10
MISS FRANCES E. WILDONGER, R.N., Nurse.....	December 1
RALPH E. BINZ, Mus.Bac., B.S., Instructor in Instrumental Music	January 1, 1937
ROBERT W. MORRISON, B.S., Instructor in Instrumental Music	January 1, 1937

TRANSFERS

FORD W. STEVENS, D.D.S., Assistant Dentist to Head Assistant Dentist.....	January 1
WAYNE F. LAWRENCE, B.S., Housemaster to Senior Housemaster	April 6
MISS CORDELIA BECHTEL, A.B., Governess to Teacher, Middle School	October 1
TELFORDE D. HUDSON, A.B., Housemaster to Teaching Housemaster ..	October 10
REYNOLDS JOLL, B.S., Teaching Housemaster to Senior Housemaster	October 10

CHARLES E. HANN, Clerical Assistant to Assistant to the Engineer	December 1
WILLIAM JAMISON, Manager of Purchases to Business Manager	December 1
MISS MABEL E. WEBSTER, Clerical Assistant to Budget Accountant ..	December 1

Five members of the staff who had been connected with the College for many years died in 1936. Mr. Dabney Carr Fitzhugh had been a very faithful and competent member of the Department of Household for more than twenty-three years. Miss Jane Peoples came to the College as a teacher in 1890, when she was twenty years of age, and died after completing more than forty-six years of service. She will not soon be forgotten by several generations of Girard College boys who are now alumni. Mr. Edward B. Cullen had been Assistant Instructor of the Band for more than thirteen years. For a year or more he had suffered from a heart condition, and for this reason he was granted a leave of absence, with the expectation that he would be able to resume his work with the opening of the school year in September. For eighteen years Mrs. Mary Summers Steel had given special instruction to boys having speech defects. This is a difficult type of work, but her efforts were rewarded with considerable success. The Infirmary sustained a loss in the death of one of the consulting surgeons, Dr. Edward J. Klopp. He was a man who took a keen interest in Girard College and its boys, and his loss will be grievously felt.

The retirement of Dr. Cheesman A. Herrick, after a distinguished career as President of Girard College, has already been referred to. Miss Kathryn V. Lemmo, who served the College well as a teacher in the Elementary Schools for nineteen years, was retired at the beginning of the fall term because of illness. Miss Elizabeth C. Dare retired in November from her position as governess, after completing forty-one years of service in Girard College. No household officer in Dr. Herrick's term of service labored more unremittingly for the best

holds a large place in the hearts of many of our alumni.

In the usual list of resignations for the year there are two that call for special attention. Miss Phyllis Comba was a member of the nursing staff of the Infirmary for fifteen years. She resigned in August because of her marriage to Mr. Emil Zarella, a member of the Department of Household. Because of her pleasant personality and her professional skill she was well liked by the boys and by the staff of the College, and it has been a pleasure to have her return to the Infirmary on one or two occasions when additional nursing service was needed for short periods of time. Mr. Harold J. Budd, who resigned in the fall to accept a chair at Drexel Institute, came to Girard College in 1931 as a housemaster, and served as the Senior Housemaster of Banker Hall from September 1, 1934. His unusual ability and that of the fine group of associates which he had in Banker Hall made possible a type of service there which will long be remembered as an outstanding contribution to the work of the College.

Among those who were appointed to positions during the past year are three who are graduates of the College: Mr. James D. White, who became Teacher of Typewriting, Office Practice, and Junior Business Training in the High School, and Messrs. Ralph E. Binz and Robert W. Morrison, who became Instructors in Instrumental Music. Our health service has been strengthened by the addition as Visiting Dentist of Dr. John V. Mershon, who brings to the work a rich experience in general practice and in orthodontia; and also by the addition of Dr. Carroll R. Mullen in the newly created post of Assistant Ophthalmologist. The writer of this report, who began his official duties as President of the College on September first, was inaugurated on October thirtieth. The addresses delivered at the inaugural ceremonies will be published in a separate bulletin. Because of the difficulty of finding the right man to serve as Teacher of Foundry in the Mechanical School, considerable search was made, and Mr. Creel W.

Hatcher was brought here from his post in the Arsenal Technical High School of Indianapolis, Indiana.

The transfers listed among the foregoing changes in staff are largely in the nature of promotions. The change of title for Mr. William Jamison from Manager of Purchases to Business Manager is referred to elsewhere in this report. The change of status for Miss Mabel E. Webster from Clerical Assistant to Budget Accountant was one feature of the reorganization of the business activities of the College. Messrs. Wayne F. Lawrence and Reynolds Joll were transferred to important Senior Housemasterships during the year.

THE SCHOOLS

The monumental *Report on Education in Europe* published in 1839 under the name of Alexander Dallas Bache, first president-elect of Girard College, said that Stephen Girard had furnished "the means of establishing a series of model schools for moral, intellectual, and physical education, embracing the period of life from early youth almost to manhood, the importance of which to our city, and even to the country at large, can hardly be estimated."

While this ideal may not yet have been attained, all of our schools have been doing progressively better work. The advance of the schools under the guidance of President Herrick and Vice-President Jameson was notable. We are fortunate at this time in having as the three school heads men who, as recognized leaders, have guided the destinies of their schools for several years.

No striking innovations were introduced in these departments in the past year. There has been a continuation of the quiet but steady change which is making our way of doing things sanely modern. The transformation is dependent upon a number of factors, such as the personal educational philosophy of the teachers, the provision of adequate physical equipment, understanding supervision, and suitable courses of study.

In the Elementary Schools, for example, changes in organ-

ization, administration, and method will come in connection with revision of courses of study, improvements of record cards, efforts away from departmentalization, introduction of various new instructional aids, extension of contacts with outside schools by both teachers and pupils, and a continued increase of worth-while programs of activity in all grades.

The leaders in the field of elementary education are all enthusiastic about the value of trips as educational experiences; for our boys they are unusually beneficial. The environment here tends to limit the contacts of the pupils, so that visits to the city museums, markets, stores, fire-houses, farms, manufacturing plants, and building operations open new prospectives for them. Within the walls the bakery, the kitchens, the power-house, and other essential parts of our plant are constantly utilized to show the complexity of modern life. These excursions tie in closely with guidance and the social studies.

The Supervisor of High School Instruction feels that both our staff and our students should have more contacts with other institutions. He is eager to have our student body gain greater recognition, and to encourage inter-school activities of a non-athletic as well as of an athletic type.

One non-athletic interest in which our boys have excelled is the drama. Mr. Henry V. Andrews, who coaches the most important productions, is broadening the scope of his work and is presenting a product both in oral expression and in dramatics that is far superior to that which is commonly found in other schools. Having no girls in the student body makes it hard to compare our work with the work of co-educational schools, but we can be justly proud of our emphasis on dramatic work with our boys. The number of plays produced in a year by various groups in the College is large. For example, on December twenty-third the Girard College Dramatic Club presented a medieval miracle play, and on the same day the boys of Banker Hall at their annual Christmas entertainment presented "All That Thou Hast," a one-act play written by three of their number and directed by a house-master, Mr. Albert J. Gares. Both plays were well coached

and well performed. Miss Ethel M. Duncan has earned wide recognition for her plays performed by the younger boys. Plays given by the French Club under the direction of Miss Carrie M. Frey have been well received. If interest in play production is desirable in a public or private day school, it is twice as desirable at Girard College.

Although admission to Girard College is on a selective basis, there are, and always will be, boys of varying intellectual capacity. This is to be expected. Yet, at the present time, the Elementary Industrial and the Intermediate High School Classes contain an unusually large percentage of boys of limited ability. Part of this undoubtedly is because of greater leniency in our admissions due to the effect of the depression upon home conditions.

In connection with the coöperation given by the Department of Household in school difficulties of the usual type, attention is directed to the section of this report devoted to Household. In this and in other ways there has been an ever increasing understanding between School and Household as each gains a more intimate view of the responsibilities of the other. It is possible that in the not distant future the methods of controlling and directing boys in the two sides of our work may become similar.

A glimpse toward the future might lead us to say, as the Supervisor of High School Instruction has said: "We are quite conscious that the educational program has been too far removed from the personal needs of the boy and that what we should seek is an integration of all the activities of our institution in the interests of a more responsible, a more responsive, and a more self-confident attitude on the part of our boys. When we come to analyze our full obligation, we realize that it involves on the one hand changing our program and curriculum, and on the other hand recognizing the need for a more sympathetic relationship with the students with whom we come in contact."

With some exceptions the teaching staff of 1935 returned for the summer of 1936. The former head of the summer school withdrew in order to go abroad, and his place was taken by Dr. William E. Burkard, Principal of the Tilden Junior High School in Philadelphia. He was requested by the President to supervise the work of the tutors in high school subjects as well as the rest of the school. This was the first time that such an arrangement had prevailed. It seemed logical to make the head of the summer school responsible for all activities of teachers.

The increased summer enrollment has brought some problems in its wake which require further study. It is quite possible that our present program for the summer term is not sufficiently extensive.

STAFF OF SUMMER SCHOOL

Supervisor of Bookwork.....	Dr. William E. Burkard
Supervisor of Manual Arts	Miss Viola R. Collins
Tutor for High School Subjects.....	Mr. William H. Ott
Tutor for High School Subjects.....	Mr. Louis Q. Moss
Tutor for High School Subjects.....	Mr. Robert C. Glenn
Tutor for High School Subjects.....	Mr. Matthias H. Richards
Auditorium Teacher	Miss Alberta Schenbecker
Accompanist.....	Mr. Louis C. Doelp

HIGH SCHOOL TEACHERS

Mr. George W. Harlow	Mr. George J. Epley
Mr. Oscar M. Havsy	

ELEMENTARY SCHOOL TEACHERS

TUTORS

Mrs. Freda W. Thomas	Miss Lillian A. Reece
Mrs. Elsie D. Hampton	

BOOKWORK

Mrs. Elsie S. White
Miss Edna L. Adams
Miss Bertha B. Wagenhurst
Miss K. Adessa Martin

HANDWORK

Miss Frances H. Biester
Mrs. Gertrude M. Ehinger
Mrs. Irene D. MacMillan
Miss Christina Zwolak
Miss Jennie B. James

LIBRARY

The Library operates as a well-stocked library in an endowed boarding school should function. It takes the place in relation to American public school education of both the school library, in furnishing collateral reading and the greater bulk of reference material used by public school pupils, and the neighborhood public library, which provides such pupils with recreational reading and some of their reference material. The staff of the Library, which has been unchanged for five years, has had in that time an opportunity to work out some of the many problems encountered because of this double function.

When the Library was reorganized in 1924, an impulse was given to the encouragement of recreational reading. The librarians began to work informally with the boys, leading them into the fields of fiction and adventure literature, and tempting them to explore for themselves. Although the life of an adult may be somewhat more varied than the life of a boy at Girard College, many adults lack the time to read fiction, and no longer experience the thrill of being lost in a good story.

The work in recreational reading was immediately successful and continues so, but the development of the Library as an integral part of the school has not been so readily accomplished, even though there is hearty coöperation among librarians, teachers, and supervisors. To be sure, the unit curriculum developed in the elementary grades has from the first included the resources of the Library as a necessary part of the teaching program.

More recently the integration of the Library with the junior and senior high school programs has been greatly facilitated by the opening of a reference library in the High School Building. This functions as a reference study, where teachers may by previous arrangement assemble collections of books, pamphlets, and magazines to which they assign their students for reference work. Prior to the opening of this room, the main Library was kept open evenings, but because of the dis-

tance from the High School, and the necessity for a cumbersome pass system, it was seldom used. The use being made of the new room during evening study hours proves that it was a much-needed addition to the study program of the High School. The attendance of boys in this room during the ten months it was open in 1936 was 10,327, or an average of about sixty boys an evening. In contrast to this, the evening attendance in the main Library had never averaged more than fifteen boys. A further proof of the value of the room is that during the year more than three hundred visits were made by teachers and housemasters to consult with the Librarian about assignments, book collections, and other matters pertaining to the use of its materials. What appears to be very definitely an improvement in our study arrangements is on the way to creating a new problem. If the use of the reference library continues to increase, there is danger of its outgrowing its present quarters.

There has continued to be an interest in the papers of Stephen Girard, which are a part of the collection of Girardiana under the custodianship of the Librarian. Several scholars working upon historical subjects have made use of them during the past year.

The Librarian coöperated in the preparation of a union library catalogue of all the libraries in the Philadelphia area. The cards in the Girard College Library catalogue were photographed and sorted, and such of them as were of interest to the compilers of the union library catalogue were reproduced to be incorporated in it.

SUMMARY OF LIBRARY STATISTICS

The following statistics for the year 1936 present a summary of the work of the Library, including the Main Department and the Children's Room, and also a comparison with the work of the preceding year :

BOOK CIRCULATION ACCORDING TO CLASSES

	<i>Main Department</i>		<i>Children's</i>	<i>Total</i>	<i>Total</i>
	<i>Boys</i>	<i>Adults</i>	<i>Room</i>	<i>1936</i>	<i>1935</i>
General Works	21	80	91	192	284
Philosophy	55	270	2	327	338
Religion	73	162	192	457	556
Sociology and Education..	787	799	3463	5049	5338
Philology	42	42	191	275	113
Science	846	255	1258	2359	2374
Useful Arts	1270	453	1424	3147	3361
Fine Arts	1231	536	1217	2984	3238
Literature	1725	978	374	3077	3602
History	966	591	1176	2733	2840
Travel	516	592	638	1746	1739
Biography	1097	602	624	2323	2581
Fiction	13104	3901	8878	25883	28868
Periodicals	182	16186	0	16368	15594
Total circulation	21915	25447	19528	66890	70826
Main Department circulation {					
Boys				21915	24053
Adults				25447	24917
Children's Room circulation.....				19528	21856
Grand Total book circulation.....				66890	70826

ATTENDANCE IN THE LIBRARY

		1936	1935
Main Department attendance {	Boys	64405	56796
	Adults	3210	3052
Children's Room attendance.....		21008	22608
Grand Total attendance.....		88623	82456

BOOKS ADDED TO THE LIBRARY

Non-Fiction	1982
Fiction	1065
Periodicals (Bound volumes)	48
Total number of volumes added to the Library in 1936.....	3095
Total number of volumes discarded in 1936.....	534
Total accessions to date.....	63058
Total unaccessioned bound volumes to date.....	6777
Total discarded and lost to date.....	11029
Total approximate number of volumes in the Library 1936.....	58806

MILITARY INSTRUCTION

The interest shown in the Battalion and the progress of its work appear to have been satisfactory during the year. The usual competitive drills were held in January and in June. Impressive Memorial Day services were held at the College, and the war memorials were appropriately decorated. Major General Bowley, Commander of the Third Corps Area, reviewed the Battalion on Founder's Day and complimented the Commandant on its proficiency. Attendance of Girard College boys at the Citizens' Military Training Camps in the summer was smaller than usual because of the decrease in funds appropriated by Congress, the Commandant reports.

Although there is considerable opposition throughout the country to compulsory military training, it is generally felt that in the past the Battalion has been no small factor in the educational program of Girard College.

MUSICAL INSTRUCTION

Instruction in music is offered both to groups and to individuals. Group instruction in singing is carried on in the classrooms and in the large assemblies. In addressing himself to the difficult task of establishing real power in part-singing early in the lives of the boys, the Director of Vocal Music does so with the purpose of cultivating a life interest in music. The number of graduates who have identified themselves with church choirs and choral societies following graduation has given him considerable encouragement to persevere in his task.

The Glee Club must necessarily be recruited from boys who are from 15 to 17 years of age in spite of the semi-annual graduation, which disorganizes the group twice each year. Despite these handicaps and the restricted hours for practice, the Glee Club and the Junior Choir, which together make up the Girard College Choir, have done very commendable work under the leadership of Dr. Carey. The latter has himself not been without honor during the year, for in May on the second day of the Bach Festival, in the conducting of which Dr. Carey has dis-

tinguished himself for several years, the Moravian College for Women of Bethlehem at a special convocation conferred upon him the honorary degree of Doctor of Music.

Members of the Department of Instrumental Music have also continued to receive recognition. The Director has continued his activities in various organizations, and the Organist of the College has been the Director of the Choral Art Society of Philadelphia for the past two years. They and the other members of the department have provided individual and class instruction for our Band and Orchestra and for the beginners on wind, percussion, and stringed instruments. Individual instruction for piano and organ students has been continued. The Music Club has practiced in groups and as individual soloists. Both the First and Second Bands, numbering ninety, have played and drilled as a regular unit of the Battalion. Our students of instrumental music have appeared at various College functions, the Orchestra has similarly made a number of appearances, and the Band has played both inside and outside the College on several occasions.

SPECIAL CLASSES

Individual instruction and instruction in small groups, such as the special classes offer, are intended for boys possessing special deficiencies or special talents. As we continue to emphasize attention to individual needs and differences, this type of work will be extended rather than curtailed. Such instruction in music will be discussed in a separate place.

The special art class continues to serve those who have talent in this field. Its members painted both indoors and outdoors, drew from models, and designed and painted three murals. They visited the large exhibitions in Philadelphia and established contacts with the School of Design, the Academy of the Fine Arts, and the School of Industrial Art. One member of the class, a senior, completed a miniature portrait casting of the head of Stephen Girard, which has been approved by your Board for official use. This will long remain a tribute to the boy's talent.

The small parental class for those presenting serious academic and disciplinary difficulties has occupied the greater part of the time of a member of the staff who is a psychologist. That he may devote an even larger share of his efforts to this important work, it is planned to transfer from him to the recently appointed Director of the Department of Student Personnel the supervision of the psychological testing of applicants and the whole program of mental testing.

An even larger group of handicapped boys is that composed of those having speech defects. Since the death during the past summer of Mrs. Mary Summers Steel, who successfully carried on this work for many years, no one has supervised the necessary corrective exercises for this group, but it is planned to place this work also under the care of the Director of the Department of Student Personnel.

Another type of special instruction is in corrective gymnastics. Since the death in 1935 of Mr. William C. Schmidt, who was the Teacher of Corrective Gymnastics, this work has been divided among a number of the Playground and Recreation Staff, who have handled their extra burden quite satisfactorily, but the time now seems ripe to fill this position with a regular appointee.

PRIZES

The key man prize was continued, one award being made as follows:

September Award—William Campbell, Class of June, 1936

Special prizes were presented by various individuals and groups of the Alumni.

Gold watches were presented according to the terms of the will of the late General Louis Wagner to the students of the graduating classes having the highest scholarship averages for their last two years' work.

September Award—William Campbell

February Award—Lewis B. Martin

Prizes awarded by the Girard College Alumni to the three members of the Senior Classes for the best original declamations were presented in February:

1. Joseph M. Doughty	\$15.00
2. Jesse R. Plubell	10.00
3. Ray A. Shaffer	5.00

Bronze medals were presented by l'Alliance Française to the pupils of the High School showing the greatest proficiency in the study of the French language and literature:

September Award—John J. Murphy

February Award—Carlo Aletti

The "Early Eighties" prizes, presented in the name of John Humphreys, were awarded in September for the best short stories produced by members of the Senior Classes and in February for the best descriptive essays on the annual trip of the Senior Classes to Washington, as follows:

September		February	
1. James B. Cheyney.....	\$8.00	Robert G. Axe	\$7.00
2. Lewis B. Martin.....	5.00	William King	5.00

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "Safety on City Streets" by pupils of the Second High School Year, were awarded as follows:

September		February	
1. William R. Williams	\$6.00	Eli Roseman	\$6.00
2. Franklin W. Widmann	4.00	Eberhard Dieterle	4.00
3. Robert K. Hugler...	3.00	Francis P. Fanning.....	2.00

The "Early Eighties" prizes, presented in the name of John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded as follows:

September		February	
1. William H. Walter, Auto Mechanics	\$8.00	1. Karl R. Kalning, Trade Drafting	\$7.00
2. William D. Rubland, Trade Drafting.....	5.00	2. William H. Vockroth, Electrical Shop	5.00

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in penmanship, were awarded as follows:

September	February
1. Walter McCracken ..\$8.00	Bernard F. Allen\$7.00
2. John J. Murphy 5.00	Marvin T. Fassett 5.00

The "Early Eighties" prizes, presented in the name of Henry Kraemer for proficiency in chemistry, were awarded as follows:

September	February
1. William Campbell ...\$12.00	Robert S. Moore\$11.00
2. John M. Richards . 6.00	Henry C. Klages 6.00

The House Scholarship Trophy, presented by the Class of June, 1921, to the house attaining the highest average of the combined term scholarship records for the preceding term, was awarded as follows:

September—Bordeaux Hall, average.....	2.190
February—Merchant Hall, average.....	2.223

The Art Class prizes, awarded to the students of that class for achievement, progress, and improvement in drawing and water color painting, were presented in February as follows:

1. William J. Dugan..	\$2.50
2. Patrick X. Dugan	 2.50

The bronze medal awarded by the American Legion, through the Stephen Girard Post, No. 320, to the student of the highest grammar school grade for the best record in scholarship, athletics, and citizenship combined, was presented in September to Henry Niwinski.

Special prizes were also presented by the College to cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

September Awards:

1. Charles F. Hesel, Company B, Saber
2. William H. Walter, Company A, Silver Medal

February Awards:

1. Louis Fink, Company C, Saber
2. Stephen Niwinski, Company D, Silver Medal

Photographs of the winning companies were presented to members of those companies.

A silver medal was awarded each term to the cadet ranking highest in individual drill, and a bronze medal to the cadet ranking second:

September Awards:

1. Antonio Pontari, Private, Company A
2. Irving Aschendorf, Corporal, Company B

February Awards:

1. Aaron Goldberg, Private, Company A
2. Joseph Fryjewicz, Private, Company C

Prizes presented by the College in February for proficiency in piano music:

1. Jacob Muhlstein\$5.00
2. Walter F. Hartfield... .. 2.50

Prizes presented by the College for proficiency in manual arts:

September Awards:

1. Samuel E. Asquith, books to the value of\$5.00
2. John F. Rawlings, books to the value of 3.00

February Awards:

1. Leon Jurski, books to the value of\$5.00
2. Bernard Brooks, books to the value of 3.00

Prizes presented by the College in February for the best singing with soprano or alto voice:

1. John F. Rawlings, books to the value of.....\$5.00
2. Michael Serluca, books to the value of..... 2.50

HOUSEHOLD

The Department of Household has had a successful year without significant changes other than those in personnel. It would seem that these changes in the staff, which are always

numerous but which exceeded the average in 1936, demand considerable further study.

In his household relationships the boy has opportunity to learn to be a good citizen and to practice persistence, self-sacrifice, and courage. "Manners and morals," says Dr. William H. Kilpatrick of Columbia University, "have to be learned mostly on the spot, as and because they are needed then and there. Discussion after and before may and should help, but nothing can take the place of the actual life situation. To leave out the life situation and competent guidance is to leave out the heart of the learning process for morals and manners." It is the field for the cultivation of morals and manners that the College home life provides.

In order to be effective, intellectual accomplishment is dependent upon ideals, personal qualities, and habits which belong to the realm of morals. In the same way that a day-school pupil's family must coöperate with school authorities in establishing scholarship incentives, so the Department of Household should promote scholarship by supervising the preparation of the boy's assignments and the removal of his academic deficiencies.

In the four upper houses several devices are in use to promote good scholarship. A scholarship trophy, provided by the Class of June 1921, is awarded each term to the house maintaining the highest standard of scholarship for the preceding term. Bordeaux won this cup in both terms of the past year. Posters containing the honor roll are prepared and exhibited after each marking period, and charts showing the relative standing of all boys are displayed. The better students tutor those who have not done so well, and any boy who is doing a grade of work below what his intelligence quotient warrants is singled out to receive individual assistance. Special study in the evening under the supervision of teaching house-masters is required of those who have academic conditions in the work of the preceding term. Boys below the passing mark in more than one subject for the preceding month are enrolled for extra work three evenings a week. This usually results in

Radio operation and construction held the interest of many boys during the year. Several boys built short-wave radio sets for themselves in the workrooms now available in each house. To further the interest in construction, workbenches were placed in one of the large first-floor rooms formerly used wholly as a living room. Vises and kits of tools were added, and each house now has the equipment necessary for the construction of things of interest to boys, such as airplane models, model boats, radio cabinets, utility boxes, and footstools.

Other hobbies that are cultivated in the houses result from special interests in art, music, photography, nature study, and stamp or autograph collecting. Hobbies are also cultivated a reasonably prompt removal of such deficiencies. It is particularly to be noted that an incentive toward removing deficiencies lies in the fact that it is considered a part of house loyalty to have no conditions.

The radios in the houses provided lectures, news, comedy, and music, and furnished an almost ideal means of relaxation in the hour following the evening meal. Radio entertainment has caused a marked difference between what the life of Girard College boys was at the time of the World War and what it is now. It brings Girard College and the rest of the world closer together. Yet it represents a passive interest and does not satisfy the need for action and for participation in a worthwhile activity.

in Good Friends Building and Lafayette Hall. Workbenches were moved into a vacant room in the northwest corner of the basement of Lafayette, and there the boys, supervised by the older members of their own group, did a great deal of construction work. Here again, as in the houses, the Mechanical School coöperated in furnishing lumber and tools, and in the latter part of the year over two hundred single projects in wood were completed. Other boys who had no hobbies of their own helped companions in what they were doing. Thus an outlet for energies not satisfied by the activities on the playground was provided.

It is probably true that the boys of no other school read

quite so much on the average as the boys of Girard College. Reading, next to athletics, interests more boys for a longer time than any other single activity. For this activity there is ample provision of books, periodicals, and newspapers in all of the houses and sections. Boys have easy access during their recreation hours to the books in the College Library. In addition, every house and section has a small collection of from one hundred to two hundred books selected with special attention to the need of reading for recreation.

The self-help plan, which was inaugurated in the spring of 1934, provides that the boys in the houses do all the work necessary in cleaning and maintaining them, except a few operations that are dangerous or that require a degree of skill that boys do not possess. It also includes an arrangement by which each boy serves as a waiter in his dining room for two weeks in a term.

The leadership of the older boys in the four houses represents a slow but sure growth, and even now the desired limits have not been attained. Under the house system it is clear that they must conduct themselves in such a way as not to necessitate constant supervision by the housemasters. Not only are they required to be good examples of right living, but they must help their younger housemates if they can. The custom is now well established for a small house committee to meet housemasters to discuss matters related to the improvement of their home life. They supervise the housework done under the self-help plan and counsel with any who are inclined to slight the work. Boys of the Senior-two Class sit at the heads of the tables in the dining rooms and serve the food to their "guests" at the morning and evening meals, when teachers and housemasters are present at only a few tables. They not only do this well, but they supervise the deportment of other boys at the tables, suggest improvement in their manners, and call them to account when they are careless of personal appearance or noisy at meals.

The assignment of Section I, composed of boys between the ages of twelve and fourteen, to Building Number One (which

incidentally should now be given a different name) was regarded as a temporary arrangement. Experience indicates that boys of this age have had no preparation for living in quarters of this type, and that a better arrangement could be made. Further study will be given to this matter.

A problem in Lafayette Hall and Good Friends Building resulted from the admission of additional boys to the College several years ago. The increase in the enrollment has recently brought about a marked addition to the number of older boys in these two buildings. In Lafayette, boys of from a half year to a year older than those who formerly lived in that building have formed a considerable part of its population. About one quarter of those in Lafayette are in the first year of the High School. It appeared unwise to keep such boys of thirteen, fourteen, and fifteen years of age under the supervision of governesses, for their activities were too vigorous for women to control. Boys of this age respond more satisfactorily to men than to governesses. The Superintendent of Household has noted that boys who have been disciplined repeatedly by the governesses have later met all the demands made upon them by housemasters. It was therefore decided toward the end of the year to replace the governesses in Lafayette Hall with housemasters as soon as the former could be transferred to places which became vacant in other buildings. Next year this step will not only improve the supervision of the one hundred and sixty boys now living in Lafayette, but will create a better force to supervise the five hundred and sixty boys on the Good Friends playground, who for years have been under the direction of only four men.

This report should not fail to contain an expression of appreciation of the services of housemasters and governesses, many of whom devote the best years of their lives to living with and training boys. The work is exacting in time and energy, and the free time, except the summer vacation, hardly suffices to recuperate tired bodies and nerves. One might think that boys under one system for eight or nine years ought to be well trained in the way they should go. They are, but no sooner

are they well trained than they move on and their places are taken by newcomers. To perform this work well year after year, housemasters and governesses must develop inner resources which encourage and sustain them. They labor without stint, and the lives of those who continue more than a few years are examples of faithfulness and devotion to the best interests of boys. To them may be applied with truth the words of a philosopher of the Middle Ages, "No one serves the state better than the moulders of raw boys."

PHYSICAL EDUCATION AND RECREATION

There are three main objectives in physical education which must be kept in mind if the work is to meet present-day needs and also be capable of expanding to a point where its carry-over values will be effective. The first objective concerns the corrective physical requirements of the individual students; the second, the general development of those habits and skills which will make probable the maintenance of future health; and the third, the development of the so-called by-products of physical education, which go into the strengthening of character and the development of personality.

The first objective is approached by the playground and industrial teachers through the usual hygienic drills, games, projects, and exercises with special emphasis upon the large-muscle groups and the promotion of increasing bodily activity. The second objective is approached by giving the boy a wide and varied program of democratic athletic games, skills, and experiences from which he may readily draw for his physical recreation after leaving school. Added to these are short talks on hygiene and health promotion. The number of men who will play "varsity" games after leaving Girard College is small, but the number of men who should feel the need for some democratic sport or athletic hobby which requires a minimum of players and simple equipment should be large. The third objective—the utilization of the by-products of recreation—is approached through the teaching of such qualities as sportsmanship and adaptability, and by a study of the boys' natural

aptitudes in order that anti-social trends may be redirected. The increasing problem of leisure time is considered, and emphasis is frequently placed upon the need of the development of plans, hobbies, and projects, which may be used to make that leisure an asset rather than a liability. Any material which may tend toward the developing of a sound working philosophy is made use of when noted, and it is here that the recreation facilities of the playgrounds, gymnasiums, and pools make a valuable contribution. Opportunities for redirection and modification of habits and attitudes, as well as neuromuscular activity, are certain to occur frequently. "Practice makes perfect," but it may make perfect the establishment of a grouch or a bad stance as well as the establishment of optimism or good form. Considering the paraphrase "as a boy playeth, so is he," one realizes that there are character-molding opportunities presented to those who have to do with play which are not always available to those whose work is so organized that conformity by the student is the natural reaction.

Elsewhere in this report the work in corrective gymnastics has been discussed. Although only a minority of our boys require such attention, the number is not small. At the close of the year, four hundred and ten were receiving corrective treatment. The aim of "athletics for all," however, is coming to be more nearly realized, and much of the energy of the department under the direction of the Supervisor of Playgrounds and Recreation is bent toward bringing all boys, particularly those above the sixth grade, into some type of intramural or interscholastic athletic competition each season of the year.

The College has been represented interscholastically by first and second teams in basketball, track, swimming, baseball, and soccer; and a gymnastic team has recently been added to the list. They have competed with teams of the William Penn Charter School, Germantown Academy, Williamson Trade School, Hill School, Philadelphia Normal School, St. Joseph's Preparatory School, Westtown School, Episcopal Academy, Pennsylvania School for the Deaf, Friends Select School, Central High School, Simon Gratz High School, Frankford

High School, Olney High School, Overbrook High School, West Philadelphia High School, Northeast Catholic High School, the out-of-town high schools of Reading, Camden, Moorestown, Prospect Park, Coatesville, Upper Darby, Lansdowne, Merchantville, Ambler, the "junior varsities" of several near-by colleges, and the Girard College Alumni. This is an excellent list of schools for athletic or other relations. Our teams have made a creditable showing even though handicapped by the fact that our boys are usually one or two years younger than their opponents. It is to be noted also that our recreation roster calls for fewer hours per week of practice than prevail in most schools.

The results of the first team competitions are tabulated below :

Sport	Games Won	Games Lost	Games Tied
Soccer	11	0	
Swimming	11	0	
Track	8	3	
Baseball	7	4	1
Basketball	7	5	
Totals	44	12	1

Our soccer team has had a very successful record inasmuch as it has not been defeated in the last 55 games. One astute officer of the College has made the comment that perhaps our soccer winnings are too consistent, and that our players are missing some of the social values connected with the graceful acceptance of defeat. It is not improbable, however, that this condition will be changed during the next two seasons. In this connection it is apropos to recall the humorous comment of a prominent football coach that when a coach is guiding a successful football team through a season, he boasts of its victories; but when his boys are losing rather consistently, he makes frequent reference to the character-building merits of the game.

Our interhouse athletic program extends to a large number

of boys who are not members of the College squads. Each house has two or more teams in basketball, baseball, track, soccer, volley ball, gymnastics, rabbit-ball, tennis, hockey, and swimming. New interhouse games and sports are constantly being sought and added to the roster of this competition. This year a game containing the elements of speed ball, interference, and tag football has been developed and added to the list of intramural activities with good results. A boy is permitted to participate in only one competitive sport each season. The result is that opportunity exists for more than one hundred boys in each of the four upper houses to participate in some form of athletic activity during each season of the year. Similar programs have been developed in Section I, Lafayette, and Good Friends, and are as satisfactory as the limited play facilities will permit.

Cups have been provided in soccer, basketball, and baseball, and these were awarded at the end of the season to the house standing highest in the several competitions. All of the cups in athletics were held by Bordeaux Hall during the year 1936. If a cup is won three years in succession, it becomes the permanent possession of the house. There is a keen spirit of rivalry among the houses and the contests are vigorously played, yet with an appreciation of sportsmanship and fair play. The final game in soccer between Merchant Hall and Bordeaux Hall was a case in point. Bordeaux had held the President's Cup for two years and hoped to win again and retain it permanently. Each house encouraged its players by parading in a body to the field, and music was furnished by a house band. The game was hard fought, and the tension in both houses was high, but the result was accepted with friendly feelings on both sides when the trophy had to be surrendered to Merchant Hall.

The variety of the games on the playgrounds for younger boys was extended by the introduction of shuffle board, volley ball, and touch or tag football. The games were less formal than those played by older boys, but they were quite as varied. Rabbit-ball, baseball, soccer, tennis, handball, basketball, tug-

of-war, quoits, zell ball, track, hockey, skating, and marbles were the chief interests on the playground. Two games were played with visiting junior school teams. It is hoped that the introduction of housemasters in Lafayette Hall to replace governesses, which change was approved in the latter part of the year, will be a means of increasing the variety of hobby and playground activities for the boys.

The past year was an active one for the Girard College Boy Scout Troop. This Troop is divided into two groups. Hikes were taken by each group on alternate Saturdays. During the fall and spring the hikes were of the all-day variety. Trips were taken to Fairmount, Shawmont, and Burholme Parks, where it was possible to build fires for cooking and to pass scout requirements, such as the proper handling of cooking utensils and tools. During the winter points of interest in this city were visited, while special emphasis was placed upon the indoor program and the securing of merit badges. There is a possibility of making further advances and of expanding the Troop in the near future.

The equipment used in our work in physical education is in good condition. The surfaces of two of the playgrounds are not entirely satisfactory at present. The dust problem resulting from the installation of an unsatisfactory material beneath the maple floor in the Armory, our great indoor athletic and recreational center, requires investigation and remedy.

LECTURES AND ENTERTAINMENTS—1936

Friday, January 3:

Concert—

Artists from the Curtis Institute of Music

Friday, January 17:

Comedy-Drama—"Big-Hearted Herbert"

The Pollard Players

Friday, January 31:

Recital—

Wilmer G. Williams, Class of '22
Frederic George
Frances Leedon Hess, Reader

Friday, February 14:

Illustrated Lecture—"Exploring the Cold Land of Fire"
Colonel Charles Wellington Furlong

Friday, February 21:

Recital—"Further Adventures of a Tune Detective"
Dr. Signmund Spaeth

Friday, March 13:

Concert—

Lucien Cailliet, Clarinet
Ann Simon, Contralto
William Silvano Thunder, Piano

Friday, March 27:

Illustrated Lecture—"With Beebe in Bermuda"
Gloria Hollister

Friday, April 17:

Nature Lecture—"Everyday Adventures"
Samuel Scoville, Jr.

Friday, October 16:

Illustrated Lecture and Cartoon Sketches
Herbert Johnson

Friday, October 30:

Hallowe'en Entertainment—Magic

Friday, November 27:

Comedy-Drama—"Take My Advice"
The Pollard Players

Declamation Contest—

Members of the Senior Classes of Girard College

Thursday, December 17:

Christmas Concert—

Musical Organizations of Girard College

Thursday, December 24:

Christmas Eve Concert—

Ernestine Bacon, Soprano

Florence Haenle, Violinist

Dorothy Power, Harpist

Catherine Hahn, Reader

THE SUMMER CAMP

The Girard College Camp, situated in the Poconos in Monroe and Pike counties, opened its eighth season on July first and closed on August thirty-first. It was again under the competent supervision of Mr. Archibald Ralston of the Household Department, ably assisted by some of his departmental colleagues. Both Mr. Ralston and Dr. I. Richard Adelizzi, who served his fourth summer as Camp Physician, are alumni of Girard College.

One of the construction camps under the Emergency Conservation Work of the Department of Forests and Waters of the State of Pennsylvania improved the so-called Hunters' Range Road leading from the Girard Camp to a highway. This is in effect an extension of the Snow Hill Road, which was used for years as the best means of going to and from the Camp. In connection with this project request was made that certain sharp curves be taken out so that the road might be less difficult for buses and cars. This required some change in the sections of the road which passes through the camp property. There were only slight changes affecting our property, all of which seemed to be desirable improvements, and authority was given to proceed with the work.

The boys who remained at the College for the summer and who had had no vacation outside the College were considered eligible for camping privileges. They went to the Camp in three age groups, numbering 260, 260, and 194 respectively, beginning with the youngest, and each group had a three weeks' outing. A total of 714 boys was accommodated last year, 28 more than in 1935. The staff of twenty-eight consisted chiefly of men employed especially for the purpose. A few men were transferred from the College, and six were members of the Post High School Class. The staff included nine graduates of the College who were on vacation from their studies in colleges and universities.

The Camp and its equipment served their purposes admirably, and fully justified the care that went into their planning. The supply of water from the well was pure and adequate. The lake was used for swimming, boating, and fishing, although it had to be treated with copper sulphate to control the growth of algae. Both water supplies were tested and approved by the State Department of Health, which likewise approved other aspects of the Camp subject to its inspection.

The self-help plan is applied at Camp as at the College, the boys doing practically all the work of maintenance except cooking. The days are spent in swimming, boating, hiking, nature study, and woodcraft. A grand water carnival was held this year at the end of each camping period. The health of the boys in Camp was extraordinarily good, and only one boy required the services of a hospital. Boys gained in weight from one to five pounds and returned to the College ready for work and literally re-created by their outing.

We may regard the extension of the Camp facilities as an almost certain development. It is not unthinkable that at some date in the near future all of the summer activities of the College will be transferred to the Camp, although many problems will have to be solved before this change can be effected.

GIRARD COLLEGE CAMP STAFF

Superintendent of Camp	Archibald Ralston
Camp Physician.....	I. Richard Adelizzi, M. D.

COUNCILORS

John R. Brown	Russell O. Hess	Robert A. Livingston
David K. Burkhart	Joseph M. Hewlett	Francis A. Neibert
Gilbert B. Burleigh	Frederick G. Hocking	Alford G. Otto
Juan DeZengotita	Herbert W. Horner	Robert M. Rees
Gerald W. Dieter	John B. Kirkpatrick	George A. Tapper
John P. Dunlevy	Clement Klank	Robert P. Waterhouse
Lawson S. Earl		

CHAPEL

In the mind of the writer's predecessor the Chapel had a very important place in the life of Girard College, and he frequently quoted Dr. Drury's statement that the Chapel of a school is its "power plant." The services of a Chapel can make no small contribution to the efforts of a school in building the characters of its students.

The Girard Will has been universally interpreted as placing upon practical religion the emphasis in the spiritual training that Girard College might offer. There is inspiration for educators in the words of the Will which have been placed in the main lobby of the College Chapel: "My desire is, that all the instructors and teachers in the College shall take pains to instil into the minds of the scholars the purest principles of morality, so that, on their entrance into active life, they may, from inclination and habit, evince benevolence towards their fellow creatures, and a love of truth, sobriety and industry, adopting at the same time such religious tenets as their matured reason may enable them to prefer." Dr. Herrick said in his report for 1928: "Religion, in the sense of instruction in the doctrinal teachings of a Church, is not taught in Girard College, but religion, as the embodiment of character and as conformity to ideals is, we believe, a vital part of the College teaching."

The writer, who has been continually reminded of the interest in character training that Girard College shares with its

cousins, the English public schools, has frequently said that no program of character building can be reduced to a syllabus as though it were a year of algebra or French. It is a situation, a whole integrated program of living, that must be set up. All the agencies that educate a boy in the widest sense have a part in the ordered living that trains character. As the Bishop of Utah, the Right Reverend Paul Jones, has said: "Character is not the result of instruction. It is the outgrowth of relationships that are formed, and loyalties that are evoked in the reactions of group life. Individual character is most likely to develop when a person has become one of a group that has established standards of work and life." To a considerable extent it is the educator's task to inculcate in each student in a group a correct attitude toward his self-development.

The most desirable kind of program for building character, and the most difficult to achieve, is one that provides the soil and atmosphere in which character may grow. It is the writer's conviction that in the administration of his predecessor Girard College went a long way in developing just such a program. In the proud words of the school hymn the College "is making men."

In the Chapel, by the lifting of the choir amplifiers from the basement to the organ console top, a troublesome problem of acoustics was solved in the latter part of the year. Heretofore the organ had to be played with too much volume in order to give the choir adequate support, thus providing the disagreeable alternative of an accompaniment either played so loudly that the choir could not be heard by the audience or played with a smaller volume that pleased the audience but could not be heard by the choir. Through the change in amplification, persons speaking at the ebony speaker's desk can now be heard by the choir. Since the choir numbers approximately two hundred, this feature of the improvement in amplification is very worth while.

Speaking of the Franklin and Marshall College Chapel, a writer recently said, "A college chapel is the visible symbol of the relation existing between culture and religion." Members

of the Girard College staff are becoming increasingly aware that our own Chapel symbolizes well this relation, and it has been interesting to observe what an important part the Chapel plays in the cultural life of the College.

In the last school term of his service Dr. Herrick completed a collection of essays entitled *More First Things*, based on talks which he gave in the College Chapel. A similar book of essays had been produced in 1924 under the title *First Things*. Copies of *More First Things*, which was printed in the Mechanical School, largely by the boys, were given to members of the graduating classes, members of the staff, Chapel speakers, and other interested persons.

There was also published during the year a book of school prayers, which had been compiled by Dr. Herrick during his presidency. This book has been of great use in the daily Chapel services and, according to reports, has justified the compiler's hope that the prayers would "be of interest to schools elsewhere in the English speaking world."

CHAPEL SPEAKERS—1936

- January 5—Mr. John W. Leydon, Teacher, Girard College.
12—Mr. Russell S. Callow, Head Rowing Coach, University of Pennsylvania, Philadelphia.
19—Dr. Louis Heiland, Secretary, Board of Directors of City Trusts, Philadelphia; Alumnus, Girard College.
26—Dr. Edgar J. Fisher, Assistant Director, Institute of International Education, New York City.
- February 2—Mr. J. Vaughan Merrick, 3rd, Headmaster, St. George's School, Middletown, Rhode Island.
9—Dr. Francis B. Haas, President, State Teachers' College, Bloomsburg, Pa.
16—Mr. J. Harvey Borton, Business Man, Philadelphia, Pa.
23—Mr. Harvey J. Harman, Head Football Coach, University of Pennsylvania, Philadelphia.
- March 1—Mrs. Harper Sibley, Rochester, New York.
8—Mr. Lester C. Haworth, Metropolitan Secretary, Y. M. C. A., Philadelphia.
15—Dr. Merle M. Odgers, Dean of the College of Liberal Arts for Women, University of Pennsylvania, Philadelphia.

- 22—Dr. Robert E. Speer, Secretary, Board of Foreign Missions of the Presbyterian Church.
- 29—Mr. Frank D. Witherbee, Superintendent of Admission and Discharge, Girard College.
- April 5—Mr. N. C. Hanks, Lecturer, Philadelphia.
- 12—Mr. Joseph A. Davis, Superintendent of Household, Girard College.
- 19—Mr. Benjamin H. Ludlow, Attorney, Philadelphia.
- 26—Dr. Samuel C. Schmucker, Educator and Lecturer, State Teachers' College, West Chester, Pa.
- May 3—Dr. J. Duncan Spaeth, Professor, Princeton University, Princeton, New Jersey.
- 10—Dr. Alfred E. Stearns, President Emeritus, Phillips Academy, Andover, Massachusetts.
- 17—Mr. George F. Norton, Business Man, Philadelphia; Alumnus, Girard College.
- 24—Mr. Hugh F. Denworth, Business Man, Philadelphia; Alumnus, Girard College.
- 31—Mrs. Fadra Holmes Wilson, Teachers' College, Louisiana State University, Baton Rouge, Louisiana.
- June 7—Mr. Franklin Spencer Edmonds, Attorney, Philadelphia.
- 14—Dr. John A. Lester, Educator and Lecturer, Doylestown, Pa.
- 21—Mr. Richmond Pearson Miller, Assistant to the President, Girard College.
- 28—Dr. Cheesman A. Herrick, President, Girard College.
- July 5—Mr. S. Herman Macy, Assistant Superintendent of Admission and Discharge, Girard College.
- 12—Mr. George C. Foust, Teacher, Girard College.
- 19—Mr. David A. McIlhatten, Teacher, Girard College.
- 26—Mr. William H. Crown, General Secretary, Germantown Branch, Y. M. C. A., Philadelphia.
- August 2—Dr. William E. Burkard, Principal, Tilden Junior High School, Philadelphia.
- 9—Mr. Albert H. Schoell, Teacher, Girard College.
- 16—Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, Girard College.
- 23—Mr. Joseph M. McCutcheon, Business Man, Philadelphia; Alumnus, Girard College.
- 30—Captain Howard Kirk, Attorney, Media, Pa.

- September 6—Dr. Merle M. Odgers, President, Girard College.
 13—Mr. Owen D. Evans, Superintendent, Mechanical School,
 Girard College.
 20—Mr. Justice Owen J. Roberts, Supreme Court of the United
 States.
 27—Dr. John L. Haney, President, Central High School, Phil-
 adelphia.
- October 4—Mr. O. Howard Wolfe, Business Man, Philadelphia.
 11—Mr. Henry V. Andrews, Teacher, Girard College.
 18—Mr. Coleman Jennings, President, Washington Community
 Chest, Washington, D. C.
 25—Mr. Henry W. Braude, Attorney, Philadelphia.
- November 1—Mr. Walter A. Staub, Business Man, New York; Alumnus,
 Girard College.
 8—Mr. Homer Rodeheaver, Business Man, Philadelphia.
 15—Mr. E. Newbold Cooper, Supervising Principal, Element-
 ary Schools, Girard College.
 22—Dr. Edwin M. Wilson, Headmaster, Haverford School,
 Haverford, Pa.
 29—Mr. George A. Walton, Headmaster, George School,
 George School, Pa.
- December 6—Dr. John H. Minnick, Dean of the School of Education,
 University of Pennsylvania, Philadelphia.
 13—Dr. Raymond I. Haskell, Teacher, Girard College.
 20—Mr. M. Wistar Wood, Secretary of the General Alumni
 Society of the University of Pennsylvania.
 27—Mr. Joseph A. Davis, Superintendent of Household, Girard
 College.

ANNIVERSARIES AND COMMENCEMENTS—1936 SPEAKERS

New Year's Day,

Honorable Raymond MacNeille, Judge,
 Court of Common Pleas No. 3,
 Philadelphia.

Commencement, January 21,

Dr. D. Montfort Melchior,
 Supervisor of High School Instruction,
 Girard College.

Lincoln's Birthday,

Mr. Stacy B. Southworth, Headmaster,
Thayer Academy,
South Braintree, Massachusetts.

Founder's Day,

Dr. John Nolen,
Class of 1887.

Founder's Day (Morning Assembly of Students),

Mr. John A. Diemand,
Class of January, 1903.

Commencement, June 18,

Dr. Cheesman A. Herrick, President,
Girard College.

Thanksgiving Day,

Dr. Theodore J. Grayson,
Director of Evening and Extension Schools,
University of Pennsylvania.

MEDICAL AND DENTAL SERVICE

In the past year the general health status in Girard College showed an improvement. The College Physician and the staff of the Infirmary have been especially active in the field of preventive medicine. Service to the boys has been extended to include a greater diagnostic activity in X-ray study, and this X-ray service will doubtless pay dividends in added good health and prophylaxis. The special diet for boys in need of it has functioned smoothly, and immunization against diphtheria, typhoid fever, and smallpox has been vigorously continued. There have been no severe epidemics or contagious diseases.

The number of operations performed during the year is larger than usual because of an increase in prophylactic surgery. Sixteen appendectomies were performed during the year. For thirty-four consecutive years operations for appen-

dicitis have been performed in the College without a single death.

Additional equipment for the use of the Ophthalmologist and the Assistant Ophthalmologist has been installed, and with the new slit lamp microscope and the perimeter they are able to make complete studies of complicated cases, which were formerly taken to their private offices.

As an example of the volume of work handled by the Infirmary, it is interesting to note that the Chief of the Ear, Nose, and Throat Department treated 1584 boys for ear, nose, and throat lesions during the year, and that he examined 360 applicants for admission to the College and 187 boys prior to their discharge from the College, including 71 boys who appeared for routine examinations as members of the Senior Class. Among the operations which he performed were those upon 35 boys for tonsillectomy and adenoidectomy and upon 30 boys for paracentesis. Similarly, as an example of the volume of work handled by the Dental Clinic, it may be noted that its orthodontist had 218 cases under active orthodontic treatment during the year.

Studies are being made to attempt to solve the problem of respiratory infections as they affect the boys, with a view to cutting down their incidence and preventing loss of time in school. The entire hygienic picture at the College is being carefully appraised. The health of the boys could probably be in no more expert hands than those of the present College Physician.

The following is a list of the diseases, operations, and other matters of record for which the pupils of the College were under observation in the Infirmary during the year from January 1, 1936, to January 1, 1937:

Abscess of eye lid.....	4	Bronchitis, acute.....	44
Acidosis	2	Bronchiectasis	1
Adenitis	7	Brush burn of thigh.....	3
Anemia nutritional.....	1	Carditis, rheumatic.....	1
Anterior poliomyelitis.....	1	Cellulitis of foot.....	5
Asthenia	1	Concussion of brain.....	2
Athlete's foot	12	Corneal ulcer, traumatic.....	1
Brain abscess.....	1	Constipation	53
Blister on heel.....	1	Coryza, acute.....	4

Conjunctivitis, simple	27		
Conjunctivitis, acute catarrhal	44	OPERATIONS	
Conjunctivitis, traumatic (lethargic)	1	Abscess, drained	1
Dermatitis venenata	5	Appendectomy	16
Diabetes mellitus	1	Circumcisions	126
Dietetic indiscretion	67	Correction of Hammer toe	1
(chemical)	2	Excision cyst on scalp	2
Effusion of knee	1	Hernia	13
Encephalitis infection (lethargic)	1	Hydrocele injection	2
Enteritis	116	Mastoid	1
Epilepsy	1	Pilonidal cyst	1
Erysipelas	1	Polyp	1
Ethmoiditis	1	Tonsil and Adenoids	28
Exostosis of foot	1	Torek, 1st stage	2
Furunculosis	5	Torek, 2nd stage	4
Fractures	9	Varicocele	1
Glands enlarged (cervical)	2	Impacted teeth	103
Hematoma of knee	5	Total	1362
Hemorrhage in vitreous	1	Sinusitis	8
Hemorrhage of eye (anterior, chronic)	1	Spina, bifida and scoliosis	1
Hemorrhage of nose	1	Sprain	16
Hodgkin's disease	1	Swelling, acute	1
Hyphema traumatic	1	Tubercular abscess thigh	2
Impetigo contagiosa	9	Tuberculosis, pulmonary	1
Influenza, acute	210	Tuberculosis, pulmonary, arrested	1
Indigestion	1	Tinea circinata	4
Insect bite	1	Urticaria	4
Keratitis, epitheliatis	1	Varicella	32
Laryngitis, acute	87	Wounds, infected	10
Menstrual cramps	1	Wounds, contused	24
Measles	34	Wounds, lacerated	7
Measles (German)	2	Observation	23
Melancholia	1	Discipline	3
Migraine	31	Deaths	3
Mumps	47	Pharyngitis, acute	9
Myositis, acute	1	Pneumonia, broncho	2
Nausea	1	Pneumonia, lobar	4
Nostalgia	2	Poliomyelitis anterior	1
Nodosum (erythema)	1	Polyp in ethmoid	1
Otitis media	61	Rheumatic infection, carditis	9
Osteomyelitis	1	Rheumatic infection, chorea	2
Osgood Schlatters disease	2	Rhinitis, acute	9
Paraphimosis	1	Secondary anemia	1
Pediculosis	4	Scarlet Fever	22
Pleurisy	2	Scabies	7
Average daily census for 1936		Scoliosis	1
Average number hospital days for 1936	8.7	Serum sickness	1
Average monthly dispensary treatments	3905		

During the past year the reorganization of the Dental Clinic has continued, and it has become more business-like and

thoroughgoing in its methods. Dr. John V. Mershon, who became Visiting Dentist at the College in January, has supervised the work in general practice and in orthodontia. The predecessor of the writer regarded the present arrangement in the Dental Clinic as in some sense experimental and tentative. It is altogether possible that additional changes may add to the effectiveness of the Clinic. During the year, for example, it was found possible to discontinue the services of one of the oral hygienists. It is felt that the effectiveness of the department has been augmented by the appointment of a mechanical technician. A large part of the time of the latter is contributed to the orthodontic division. While looking toward improvements in the future, we can be certain that in the meantime progress is being made.

DENTAL STATISTICAL REPORT

	1934	1935	Percentage	1936	Percentage
Examinations.....	2,028	3,198	57.7 Inc.	4,841	51.8 Inc.
Boys Dismissed.....	1,567	961	38.6 Dec.	1,130	17.6 Inc.
Amalgam Fillings.....	4,530	8,063	77.9 Inc.	9,323	15.6 Inc.
Phosphate Fillings.....	1,912	2,690	40.6 Inc.	567	78.8 Dec.
Gutta Percha Fillings.....	62	36	41.9 Dec.	8	77.7 Dec.
Gold Foil Fillings.....	23	89	286.9 Inc.	73	17.9 Dec.
Inlays.....	17	40	135.2 Inc.	18	55.0 Dec.
Temporary Stoppings.....	482	1,346	179.2 Inc.	765	43.2 Dec.
Permanent Teeth Devitalized.....	2	0		0	
Temporary Teeth Devitalized.....	0	0		0	
Permanent Teeth Putrescent.....	0	0		0	
Temporary Teeth Putrescent.....	0	0		0	
Permanent Teeth Abscessed.....	0	0		0	
Temporary Teeth Abscessed.....	0	0		0	
Permanent Root Canals Filled.....	15	26	73.3 Inc.	25	3.6 Dec.
Temporary Root Canals Filled.....	0	0		0	
Dental Radiographs.....	2,378	4,580	92.5 Inc.	5,608	22.4 Inc.
Crowns.....	0	10		19	90.0 Inc.
Bridges.....	3	11	266.6 Inc.	23	109.0 Inc.
Prophylaxis.....	1,948	3,152	61.8 Inc.	3,123	.9 Dec.
Extraction of Permanent Teeth.....	40	43	7.5 Inc.	33	23.2 Dec.
Number of Treatments.....	4,485	6,297	40.4 Inc.	5,577	11.4 Dec.
Cultures.....	24	28	16.4 Inc.	21	25.0 Dec.
Dentures.....	2	17	750.0 Inc.	8	52.9 Dec.
Oral Surgical Operations.....	7	1	85.7 Dec.	0	
Impressions.....				179	
Medical Radiographs.....				60	
Separations.....				39	
Cavity Preparations.....				10,636	
Silicate Fillings.....				112	
Cement Linings.....				3,727	
Zinc Oxide Eugenol Fillings.....				380	
Patients.....				15,505	
Removal of Impacted Teeth.....		22		82	272.7 Inc.
Total Number of Operations.....	16,941	29,473	73.9 Inc.	37,837	28.0 Inc.

INCREASE AND DECREASE FROM 1934 TO 1936

	1934	1935	1936
Permanent Teeth Devitalized.....	2	0	0
Permanent Teeth Putrescent.....	0	0	0
Permanent Teeth Abscessed.....	0	0	0

REPORT OF THE ORTHODONTIC DEPARTMENT

Number of Boys Examined.....	583
Number of Boys under Orthodontic Treatment (Active).....	218
Number of Boys Requiring Treatment.....	377
Number of Boys under Observation.....	98

DOMESTIC ECONOMY

In speaking of the great progress made at Girard College in the last two decades, we are likely to think in terms of education, household care, and recreation rather than of diet, clothing, and the other services that are under the supervision of the Department of Domestic Economy. Here, too, there have been marked advances.

Girard, we feel sure, wished the students and the staff not to become institutionalized. A distinctive dress was not to be worn. Fortunately, the old cap and style of clothing have passed, although the high black shoes and black stockings still mark a Girard boy on the streets of Philadelphia. During the latter part of the year low shoes were purchased for special wear for all boys of fourteen years or more. This privilege had previously been extended only to those in the organized classes. The whole matter of shoes, both high and low, needs some further investigation. The summer shoe used this year, for example, was found to be unsatisfactory, and efforts are now being made to secure a better summer shoe for 1937.

A great advance was made in the style of clothing adopted for the smaller boys. The blouse suit was greatly modified. The coat was made with a yoke across the shoulders, an inverted pleat down the back, a half belt, and patch pockets. It was also made with a two-button coat instead of a three. The trousers were made a little fuller and strapped below the knee in knickerbocker style. All the comments concerning these knickerbocker suits for the smaller boys have been unusually favorable. A change has also been made to the half belt-back overcoat in order to keep up with the styles.

For play purposes the so-called "parka" has replaced the overcoat. The "parka" is a long-sleeved outer garment that fits over the head, is worn over the suit coat, reaches just be-

difficulty in enforcing a requirement that boys wear their overcoats. In playing games and running about the College, the boys found the overcoat was an encumbrance, and the tendency was to lay it aside. The late Dr. McCrae, who was our Visiting Physician for many years, used to be very much disturbed by the number of boys who had colds possibly owing to this manner of exposure. The present College Physician made a new attack on the problem by suggesting that instead of wearing overcoats for an outer garment the boys wear a close-fitting shorter type of coat as an outer protection on the playground. The Superintendent of Domestic Economy, the Superintendent of Household, and the President of the College gave a good deal of time to the study of the whole problem. The solution seemed to be in wearing the "parka" as an extra garment in cold weather about the College.

In the Laundry, during the fall, a change was made in applying the soap to the washwheels, by the use of a "wet" method advocated by Mr. Wiley, the Foreman, instead of the "dry" method of putting the soap directly into the wheel. The adoption of this method will probably save about twenty-five percent of our soap bill for the year 1937.

Frozen fruits and vegetables have come into more extensive use during the past few years. Frozen cherries used in pie-making are superior to the canned cherries previously used, and they are more economical. Lima beans delivered frozen are also a welcome addition to the menu.

Unfortunately, all food stuffs have averaged from five to six percent higher than in 1935, the increased expenditures being largely represented in the purchases of potatoes, meats, milk, butter, and some canned articles.

The annual per capita cost for subsistence calculated on the basis of boys only, numbering 1727, was \$145.49, or \$.4405 per day. If, however, all the officers and employees who are entitled to meals be included (boys 1727, officers and employees 342, total 2069), the annual per capita cost is \$121.44 or \$.368 a day.

The per capita cost a day for 1935 was \$.4093 for boys only and \$.3423 if others be included, an increase for 1936 of \$.03 and \$.025 a day respectively. In this calculation, as in former years, only eleven months or 330 days to the year have been counted. The two summer vacation months are counted as one, as approximately one-half our regular number are supplied with meals during this period.

The total ordinary expenditures in 1936 for the maintenance of Girard College amounted to \$1,670,859.90. The average number of students maintained was 1727, and the annual cost of maintenance per capita was \$967.49. The per capita cost for the year 1935 was \$899.96. It is to be noted, of course, that these figures indicate expenditures for all phases of the work of the College including the schools and the home life of the students.

SAVINGS FUND ACCOUNT

	<i>Deposits</i>	<i>Withdrawals</i>	<i>Totals</i>
1896.....	\$234.07	\$5.00	\$229.07
1897.....	446.79	22.52	653.34
1898.....	437.04	113.91	976.47
1899.....	340.12	70.35	1246.24
1900.....	452.36	153.20	1545.40
1901.....	503.79	164.42	1884.77
1902.....	518.81	367.73	2035.85
1903.....	606.70	486.67	2173.88
1904.....	743.21	482.02	2435.07
1905.....	758.20	419.51	2773.76
1906.....	764.80	842.31	2696.25
1907.....	939.74	246.00	3389.99
1908.....	851.72	510.95	3730.67
1909.....	970.88	651.36	4050.28
1910.....	828.70	945.88	3933.10
1911.....	1334.14	800.55	4466.69
1912.....	1360.27	949.32	4877.64
1913.....	1694.00	568.10	6003.54
1914.....	1704.91	709.20	6999.25
1915.....	1678.12	360.24	8317.13
1916.....	1941.61	1082.02	9176.72
1917.....	2642.82	1273.05	10546.49
1918.....	2437.31	2166.01	10817.79

1920.....	3544.45	1439.28	16194.38
1921.....	4449.56	2168.74	18475.20
1922.....	5129.14	3847.16	19757.18
1923.....	7862.49	3776.38	23843.29
1924.....	8154.29	5518.71	26478.87
1925.....	6525.28	5660.56	27343.59
1926.....	8071.35	4362.05	31052.89
1927.....	7126.36	7907.78	30271.47
1928.....	6772.82	6777.37	30266.92
1929.....	6499.43	6576.52	30189.83
1930.....	6123.30	7257.47	29055.66
1931.....	5432.44	5674.36	28813.74
1932.....	4898.10	7558.15	26153.69
1933.....	4029.55	7616.56	22566.68
1934.....	4110.27	9538.32	17138.63
1935.....	4814.10	6108.77	15843.96
1936.....	5576.91	6927.07	14493.80

\$128,171.12 \$113,677.32 \$14,493.80

Interest to December 31, 1935.....	\$17,391.61
Total Interest for the year ending December 31, 1936.....	797.87
Total Savings Fund Deposits December 31, 1936.....	31,986.93
Accounts opened in 1932.....	153
Accounts opened in 1933.....	138
Accounts opened in 1934.....	160
Accounts opened in 1935.....	135
Accounts opened in 1936.....	155
Total number of accounts December 31, 1932.....	1410
Total number of accounts December 31, 1933.....	1372
Total number of accounts December 31, 1934.....	1364
Total number of accounts December 31, 1935.....	1362
Total number of accounts December 31, 1936.....	1361

BUSINESS OPERATIONS

During the last decade the work of Mr. William Jamison has assumed increasing importance. Through the assignment to him of various duties he became a coordinating officer for the diverse business activities of the College. The significance of his work and the faithfulness and the success with which it was performed were recognized when his title was changed on December first from Manager of Purchases to Business Manager.

Needless to say, a business coördinator in an educational institution would be like a useless fifth wheel on a busy wagon if he did not have some appreciation of educational problems and needs. This Mr. Jamison possesses. His knowledge of the school goes back almost to the beginning of the century, for he was graduated in 1911 from the College as the valedictorian of his class.

The business problems of the College are not likely to be less challenging in the future than they have been in the past. We are now confronted with disturbing increases in prices.

Included among the surveys of our business activities to be made in the next year or two is a comprehensive study of the locations and the sizes of all storerooms, their contents, and the methods of handling the contents. Action has already been taken affecting the better control of the merchandise in these storerooms.

One new policy adopted has been the specific assignment to the Department of Grounds and Buildings of the responsibility for maintenance and repair of the buildings and grounds in the College. This is felt to be constructive in that the Department now undertakes the inspection of the buildings and grounds instead of waiting until a department head calls its attention to needed repairs.

It is also felt that no usable equipment should be discontinued without good and specific reasons. To assist in this policy, a Property Salvage Committee has been appointed, consisting of the Engineer, the Superintendent of the Mechanical School, the head of the department concerned, and the Business Manager as Chairman, the function of which is to pass upon all College property which any department head recommends discontinuing. If the Property Salvage Committee concurs in the recommendation to discontinue such property, it is then its function to determine whether such property has any further usefulness in Girard College; and if not, to dispose of it to the best advantage as waste or second-hand material. With this wholehearted appraisal of the entire property of the

College by this responsible group, it is hoped that in the course of time the expenditure of many dollars may be avoided.

It is planned to make a careful study of the pay roll to determine whether all positions are still fully justified, and also to increase effectiveness by possible re-alignments. In this connection progress is reported in the organization of a coordinated janitorial system for the entire College under the immediate supervision of the Department of Grounds and Buildings.

It is to be hoped that within the office of the Business Manager there may develop a cashier's department, where the handling of all moneys may be directed with the maximum of supervision and protection. Another function that presumably should be handled in the Business Manager's office is that of the College Post Office. The President feels that it is not an integral part of his office, and that it logically should be transferred to the supervision of the Business Manager.

After a sound and clear-cut annual budget, based on thorough discussions among officials of the College, has been formulated, submitted to the Board by the President of the College, and approved, it will be the task of the Business Manager to survey carefully all expenditures made and to determine whether they are in keeping with the accepted budget. It is the aim of the Business Manager and his colleagues on the staff to scrutinize the expenditure of every dollar and to make our available funds perform the maximum service to the College. The integration of all our business functions that the new office of Business Manager represents is of great importance, for we must spend our available funds as wisely as possible for what is physical and tangible, if we are to secure greater returns from our maximum efforts in what seems intangible and is everlastingly challenging—the education of men of ideals and intelligence.

ADMISSION AND DISCHARGE

Mr. Frank D. Witherbee, the Superintendent of Admission and Discharge since 1911, has been tireless in his efforts to make the work in his department effective. His contributions to the College have been large, and he has sacrificed a great measure of his health for it. In the spring of this year his health had suffered, and again in the autumn the routine work of his office began to affect him unfavorably. By the end of October his physician ordered immediate change and rest, and a leave of absence for the rest of the year was granted him by the Board in November. He spent the last two months of the year in California, and his health showed some evidence of improvement. His staff of loyal assistants, to whom he served as an example and an inspiration, carried forward the work of the department in his absence by expending extra time and energy.

During the depression the placement of graduates in jobs was a serious problem for this office. But happily our list of unemployed has been reduced to such an extent that occasionally we are able to recommend for transfer those of our graduates who are working but who desire to get into a type of work in which they are more interested and for which they are better trained. The year 1936 has been one of rehabilitation, in which boys have been more carefully placed upon leaving the College to start work in their first positions.

It is indeed encouraging to be told, as we so often are, that a Girard College graduate is desired owing to his ability to assume responsibilities and to obey orders more readily than other boys. The general feeling among many business men is that a Girard boy is often exceedingly well trained in his work as well as versatile in adjusting himself to new procedures.

In the past placement work has been most effective, of course, among boys living in or near Philadelphia. These constitute, to be sure, only half of our alumni group, and the more accessible half. Through more vigorous efforts and the

enlistment of alumni cooperation, it is hoped that in the not too distant future a better placement service may be rendered to graduates who live at a distance from Philadelphia.

The funds used for scholarship aid to graduates enrolled in institutions of higher learning have diminished, and had it not been for the contributions of our alumni, it would have been impossible to give aid to worthy students during the past few years. The funds granted from the Alumni Student Loan Fund are in the nature of a loan, to be repaid after the student has graduated and has started earning his livelihood. The boys who have received aid in this manner are generally eager to return the amount lent to them, realizing that it will enable others in need of assistance to carry on their college work.

During the past twelve months the admission of boys has followed, with few departures, the procedure established in recent years. It is hoped that in the near future some improvements in this work may be brought about through the cooperation of the Department of Student Personnel that is soon to be set up. The time consumed heretofore in the testing of each boy has increased with every refinement of the examinations and will probably be increased in the future. However, when the average length of a boy's residence in the College and the total cost of his education are considered, the time used and the expense incurred in the selection of applicants are well spent.

During the year 1936 three hundred and thirty-eight names have been removed from the list of applicants for admission through the usual procedures, and at this date three hundred and forty names remain upon the list.

The classification of pupils admitted during 1936 is shown by the accompanying table.

CLASSIFICATION OF PUPILS ADMITTED DURING 1936

PSYCHOLOGICAL		AGE AT ENTRANCE	
Excellent	42	6 - 6½	9
Good	67	6½-7	43
Average	60	7 - 7½	21
Unsatisfactory	1	7½-8	19
	—	8 - 8½	18
	170	8½-9	20
		9 - 9½	19
		9½-10	21
	—		170
SCHOOL		CLASSIFICATION IN GRADE	
Good	21	Above grade	20
Average	121	On grade and less than one year below	108
Unsatisfactory	28	More than one year below but less than two	40
	—	More than two years below	2
	170		170
ANTHROPOMETRIC			
Above Standard	131		
Above in Height	19		
Above in Weight	1		
Unsatisfactory	19		
	—		
	170		

ALUMNI

The Girard College alumni have shown evidence of their continued interest in the work of the College during the past year. Founder's Day was celebrated as usual on May twentieth, and the speaker was the distinguished landscape architect, Dr. John Nolen, who is an alumnus of the College. The address to the boys of the College earlier in the day was delivered by Mr. John A. Diemand, the President of the Alumni Association. Through meetings at the College and elsewhere, organizations like the Girard Ginger Association, the Girard College Alumni Glee Club, and the various sectional alumni clubs have been active. On a number of occasions individual alumni have addressed the boys at the Sunday chapel services.

The alumni who are in attendance at institutions of higher learning have done creditable work. Their standings at these institutions have been, in fact, gratifyingly high. Of the sixty-nine alumni who were attending colleges and universities in the spring term of 1936, one man was graduated with honors from his university, two appeared on the honor list announced by the deans of their institutions, and only seven of the sixty-nine young men had even single scholastic deficien-

cies of any sort. Fred Hocking, a junior last year at Franklin and Marshall College, received no grade below "A" and was elected to the Phi Beta Kappa Society. Several other records were almost equally outstanding.

It has been frequently said that if an alumni association is to maintain its activity, it must have something for which to work. Unquestionably the alumni of Girard College have several objectives which they have set for themselves, including coöperation in the placement of recent graduates and the financial assistance of those who are continuing their education in colleges and universities.

Because of his contacts with former Girard College students as individuals and as groups, and because of his interest in alumni activities and his conviction that the effectiveness of any educational institution is measured in large part by the loyalty and enthusiasm of its graduates, the new president of Girard College frankly looks forward to a period of pleasant and expanding relations with its alumni.

CONCLUSION

What sort of person is the Girard College graduate of the future to be? In this connection some of the remarks made to one of the graduating classes by Mr. Paul W. Albright, an alumnus of the College, are interesting: "The call of the hour is for leadership, sympathetic in its understanding, tolerant in its outlook, and dynamic in its courage. Don't let yourselves be embittered by the disappointments of your elders, nor your buoyant confidence impaired by their suspicions. Do not permit your judgment to be clouded by their inferiority complexes. They are paying the penalty of their mistakes; see that you profit by them. Above all, don't be content with contemplative inaction. Don't be content to complain about the world or content merely to interpret it. Go out and change it. But remember that there is a difference between change and destruction. If you can keep our American system of government successfully working, as it has worked since the days of its beginning, you will be keeping clear the way to the land of

promise. Your reward will be a greater, finer, and richer America than we have yet known. For whether America shall be exalted or debased depends wholly upon America's citizens and the quality of their leadership. I feel that those who will accept the challenge to keep faith with America have unprecedented opportunities for service to God and man."

A tantalizing feature of educational work is that its problems are never permanently solved, since our social institutions and our physical environment are not fixed. Yet a structure has a relatively permanent foundation that the eye does not see. We feel sure that there are some truths in educational philosophy that were as fundamental with Horace Mann as they were basic with Socrates.

This fundamental philosophy in permanently great enterprises was aptly stated on the occasion of the celebration in 1936 of the one hundredth anniversary of the entrance of the first railroad train into Harrisburg, when President M. W. Clement of the Pennsylvania Railroad made an address before the Chamber of Commerce of that city, in which he said:

"Whether it is mail or express, whether it is freight or passenger, in each and every business of your country, of your State, of your City, the essential elements of transportation on the railroads are the same as they were on the canals before the railways came and on the highways before the canals came, and as they were when man first spat on his hands to take hold of the shafts of his wheelbarrow—simply the moving of people and goods promptly, securely and economically."

Such a simplified statement serves to take us back to basic things. Similarly, in our consideration of the problems of a great boarding school, we should sometimes return in our thinking to what is fundamental, and this very frequently means to what is to the interest of the individual boy in his progress toward manhood rather than to what appears to be the need of any group of boys. The most obvious solution to an educational problem is the one to beware of, because it is often the solution apparent and most easily administered, but not the one vital to the best interests of the boy as an

individual. Within the limits that necessity forces upon it, education must be, as it has been so frequently defined, an adjustment of instruction to the needs and capacities of the individual student. At Girard College this should apply, of course, to officers of the Household Department and to all others who have anything to do with the development of the boys as well as to the teachers in the schools themselves.

The next two or three decades at Girard College will probably bring increasing emphasis upon the educational aspects of its work, and closer attention will be given to developing the personality of the individual boy.

Recently a visitor, who was familiar with a large number of the institutions organized throughout Pennsylvania for the care of children, commented on the fact that a desirable future development would be the breaking up of the present large group system, and that this reorganization would probably prove to be no more difficult than some of the other solved problems have been. Needless to say, greater attention can be paid to the individual boy when he is a member of a smaller group; and this visitor felt that instead of increasing the number of boys in our present system, we should attempt to provide dormitories and living quarters for smaller groups, and even individual rooms for older boys.

Much educational idealism may be impossible of realization, but, as we endeavor to work out our ideals, there will be gradual, though not disturbing, change. Education does not change as fast, and, since it is a concern of such real importance, ought not to change as fast as the world about us has changed from the horse to the automobile. Yet, as the writer said in his inaugural address, "In education there is no such thing as standing still; unless a school is moving forward, it is slipping backward. Girard College is a very different place from what it was twenty-five years ago. Twenty-five years hence it should be very different from what it is now if it is to keep abreast of the times."

In discussing various types of school executives, Professor Jesse H. Newlon in a recent address said that there is a type

of administrator "who conceives administration as a problem in educational and social leadership, as social engineering. I hasten to point out that such an administrator utilizes eagerly the findings of scientific research, and is always thoroughly scientific in his outlook. Also, he recognizes the importance of technical competency and is usually proficient technically as a teacher in some particular field. He is aware of the importance of business efficiency and practices it. He is a good organizer and coordinator. He is a student of education and of society, of American culture and traditions. He works democratically. He has great gifts of coöperation, of stimulating others to effort, of tapping every source of valuable information and experience in the formulation of policies." This type of leadership Girard College has enjoyed in its staff. It will continue to look for it.

Oliver Wendell Holmes said: "Every now and then a man's mind is stretched by a new idea and never shrinks back to its former dimensions." This is our hope for the future in planning how Girard College may be a greater school and a better place in which boys can live and grow. With our feet on the ground and our eyes on the road ahead, may we move forward, not turning aside at every birdcall of inane educational theory, but feeling the exhilaration every now and then of having our minds stretched by a new idea that will not permit them to shrink to their former dimensions! May we be progressive without being impulsive!

Respectfully submitted,

MERLE M. ODGERS,

President.

GENERAL PRIZE AWARDS

January, 1936, to June, 1936

HIGHEST STANDING IN CONDUCT

Francis A. Allen, K; John J. Bennis, H-E; John J. Brennan, H-C; Vincent S. Brennan, H-D; Bernard Brooks, 21; Robert Burns, Jr. I; Louis J. Calabrese, Jr. C; William J. Divvens, 20; William F. Gross, I-1; Sheldon H. Hall, Jr. B; Paul F. Hoffman, 16; Salem Kirban, Jr. A; John Kulick, H-B; John A. Lander, I-2; William G. McCaferty, L; Harold B. McQuade, M; Joseph J. MacCauley, Jr. K; Joseph D. Mack, Jr. D; George L. Matlack, Jr. E; Joseph Olivo, Jr. F; Roy V. Oswald, Jr. G; Newlin F. Paist, 17; Robert D. Peterson, 19; Stanley Ruchlewicz, 22; Edwin L. Schmidt, H-A; Denton A. Shaffer, N; Walter Stanger, H-F; Edward G. Taraska, 18; Robert L. VanBuskirk, 14; William H. Yackley, 23; Clare E. Yarnell, 15; Douglass H. Yates, Jr. H.

SECOND HIGHEST STANDING IN CONDUCT

Joseph Amato, H-A; Theodore Brandow, Jr. E; James S. Coffroad, K; Raffaele L. DiCicco, H-C; David P. Dunmire, I-1; Michael Dzurenda, Jr. A; Roy C. Ebling, Jr. I; Harold W. Eichlin, Jr. H; Edward R. Elder, 18; Thomas E. Frank, 19; Sandford G. Franklin, 20; Joseph E. Geist, 15; Robert E. Grawe, Jr. G; George E. Hinkel, L; Harold Irvin, H-D; John Kogut, 22; Thomas C. McCaffrey, 14; Thomas McKenna, Jr. F; Robert W. Marsch, Jr. D; Beverly L. Miller, Jr. K; Fremont G. Redfield, M; Joseph Renzi, H-B; Charles L. Rhoads, I-2; Edward Roach, 16; David H. Roberts, 17; William H. Schaick, 23; James S. Schell, N; Harold N. Shuman, 21; Richard Soltysiak, Jr. C; James A. Stewart, Jr. B; Domenic Toscani, H-F; Leon Vorndran, H-E.

September, 1936, to January, 1937

HIGHEST STANDING IN CONDUCT

Constantine Agostarola, 19; Charles E. Brown, 20; William E. Calhoun, 22; John T. Clarke, H-B; Michael Dzurenda, Jr. A; Harold W. Eichlin, Jr. H; Edward R. Elder, 16; Lawrence W. Fowler, 14; Vincenzo Gentile, H-A; Ronald M. Germann, H-C; Louis A. Jones, Jr. G; Onufre Klapatch, L; Walter Kooch, I-1; Herbert P. Kramer, K; Francis W. MacNeill, Jr. E; Robert W. Marsch, Jr. D; Jay C. Morris, 23; Stephen Musial, M; Newlin F. Paist, 15; Robert D. Peterson, 17; Joseph H. Piasecki, 18; Michael J. Pohorilla, I-2; Charles W. Raudenbush, Jr. C; William S. Rine, Jr. I; Walter Ruchlewicz, H-D; Richard C. Schultz, 21; Joseph Slusar, Jr. F; Richard W. Stephens, N; George B. Strawbridge,

H-E; Blair A. Thompson, Jr. B; Horace R. Weil, Jr. K; William J. Williams, H-F.

SECOND HIGHEST STANDING IN CONDUCT

Francis A. Allen, I-1; William J. Barclay, K; Roland H. Bates, Jr. A; Robert Burke, H-C; Harold A. Boden, Jr. G; Emil D. Baehr, H-D; Carl D. Chappell, Jr. C; Robert Grant, H-B; Edwin R. Dunkleberger, I-2; Robert L. Francis, 14; Vincent Filipone, 21; Richard E. Gampfer, 23; Richard I. Helder, L; Walter F. Hartfield, 17; Marvin A. Hennigar, H-A; Robert H. Hunter, Jr. H; John M. Kearney, Jr. B; Paolo E. Lotto, Jr. E; George Lazur, Jr. I; Ellery E. Ohnmeiss, Jr. D; Eugene A. Opet, Jr. K; Havelock E. Phillips, 22; Philip Quinn, Jr. F; Edward Roach, M; Gerald L. Reinert, 19; Thomas C. Rostron, H-D; Adelbert P. Samson, 16; Harold N. Shuman, 18; John J. Stanley, 20; Mortimer R. Wilson, N; Richard A. White, 15; Elmer E. Williams, H-F.

HIGHEST SCHOLASTIC HONORS

HIGH SCHOOL

William Campbell, Lewis Blaine Martin, Cesare Antoniaci, Johan Hugo Norman, William King, Alan Harvey Smith, Samuel Aaron Cleff, Abraham Bregen, Angelo Spinelli, John Joseph Rothrock.

SCHOLASTIC HONORS

HIGH SCHOOL

Richard Charles Wolfe, William Henry Hoyt, Jr., Robert Eugene Reinhard, Robert Horton Work, Francis Lisle Kendall, Samuel George Fisher, Michael John Pohorilla, Carlo Aletti, James Johnson Nulf, Peter Scotese, Norman Henry Rosenberg, Julius Freedman, William Frederick Gross, James Barton Cheyney, Paul Herbert Unger, William Hunter Vockroth.

GRADUATES

Following are the names of those who were graduated from the College in 1936:

CLASS OF JANUARY, 1936

Robert Whitney Allen
John Pershing Arentz
Joseph Charles Bahm
Robert Warren Barnes
Joseph Thomas Blanco

Edward Brennan
Earl Martin Brinton
Edward Nevin Brown
Dean Coleman Byler
Asher Howard Clark

CLASS OF JANUARY 1936—Continued

George Wilson Clemens	Percy Elwood Owens
George D'Angelo	Michael Pinnel
James Russell Gabel	Albert Raciti
Kenneth Atwood Hammonds	Edward Henry Roberts
Charles Milton Hewlings	Judson Tiffany Shaplin
John Alexander Hunter	John Pershing Seville
George Leslie Hyde	Martin Silver
William Arthur Jones	Joseph Antonio Splendido
Earl Richard Kauffman	John Kenneth Stanz
Bennett Judson Keim	William Thomas Stover
Theodore Kesting	John Eugene Stumpf
James Lowery	Harry Swavely, Jr.
Marvin Wilks McFarland	Quentin Crawford Todd
Thomas Joseph McDonnell	Elmer Charles Uhlhorn
Raphael Massa	Wassil Vakula
Melvin Melnick	Melvin Leroy Warsing
John Krozer Messersmith	William Cropper White
Charles John Naulty	Robert Charles Wiley
Carl Tyson Ohnmeiss	Raymond Anthony Yoos
Joseph O'Kavage	

CLASS OF JUNE, 1936

Walter Herbert Aiken	Harry Troutman Griswold
Clinton Wilson Amspacher	Milton Gross
Cesare Antoniacchi	Joseph Peter Haich
Andrew Caldwell	Robert Heffer
William Campbell	John Patrick Paul Heimbecker
Harold James Clegg	Edward Russell Keim
Charles William Countess	Robert William King
Mark D'Angelo	Arthur Klose
Leon Leroy Denson	Angelo Massimiani
Albert Ephraim Machimer Dubbs	Amos Worthington Moore
Bernard Dworkin	George Watson Mower
Francis Thomas Egan	Charles Brittian Oldham
Stanley Alvin Evans	Peter Ottone
Elwood Ferguson Farrington	Anthony Pino
Clarence David Fassett	Alfred George Preiksats
Edward Roy Foreaker	John Pugliese
Bernard Frankel	John Edward Purcell
Julius Freedman	Erasmus Anthony Randich
Joseph Philip Gillich	Eugene Renslow Raup
Thomas Prizer Glick	Howard Benner Reifsnyder
Harold Dean Gould	John James Reinheimer

CLASS OF JUNE 1936—Continued

John Morgan Richards
Walter Grant Rodgers
Norman Henry Rosenberg
Raymond Francis Ruff
William Douglass Ruhland
Parke Reed Rynier
Robert Saldutti
Charles Lundy Sands
Thomas Paul Schlosser
Robert Frederick Schneider

Daniel Scrobe
Joseph Clement Smudin
Angelo Spinelli
Charles Stello
William Endsley Surgner
Arthur Conrad Swasey
William Harvey Walter
Ralph Edgar Weirback
John Henry Yeager

THOSE RECEIVING CERTIFICATES

The following boys, unless otherwise designated, completed one year of Post High School work in 1936, and were granted certified statements indicating the ground covered in each individual case:

January 1936

*Arthur H. Clokey
Philip B. Cohen
Alexander J. Davit
Arthur S. Englebach
William F. Gillen
William G. Hinkel
Tobias Koch
Vincent Mareletto
Ralph L. Price
Raymond Pritchard
*1 term
†1½ terms

June 1936

Harley J. Brotzman
George Brown
Robert S. Brown
Roy Davis
Russell O. Hess
Clement Klank
James Moran
William F. Norris
Henry P. Stapf
George A. Tapper
November 1936
†Robert C. Wiley

The following boys completed the Intermediate High School course in 1936 and were granted certificates:

January 1936

Rowland Germscheid
Howard Hartranft
Edward Howard Meiklejohn
Edward Paul Graham
William John McMullin

June 1936

Donald Robert Day
Richard Milton Kline
James Edward Maier
Herbert Melk
William Andrew Paylor
Robert Henry Redmond
David William Wilson
John Youngman